

In stages, all children complete editing in the following order:

Stage 1 - Sense

Stage 2 - Sp

Stage 3- P and G

Stage 4 - Effect (GD) - would need flexible grouping

YG	Marking codes	Editing expectations
<u>2</u> (Teachers to use judgement when marking, taking into consideration the child's ability)	S (sense) SP (spelling) H (handwriting) P (punctuation)	Underlining/circling identified errors. 2 or 3 initials provided All initials should be focused on the coverage that children have received, eg: spellings should be CEW or spelling patterns that have been covered.
<u>Years 3 and 4</u> (Teachers to use judgement when marking, taking into consideration the child's ability)	H (handwriting) S (sense) P (punctuation) SP (spelling) G (grammar) E (effect - mood, language choices etc) V - vocabulary	Underlining/circling identified errors for lower able children. 3 - 4 initials provided All initials should be focused on the coverage that children have received, eg: spellings should be CEW or spelling patterns that have been covered.
<u>Year 5 and 6</u>	H (lowers) S P SP	Underlining/circling identified errors for lower able children.

<p>(Teachers to use judgement when marking, taking into consideration the child's ability)</p>	<p>G E V F (formality)</p>	<p>5 - 6 initials provided</p> <p>All initials should be focused on the coverage that children have received, eg: spellings should be CEW or spelling patterns that have been covered.</p> <p><u>Year 6:</u> Mid Spring 2 - pull back initials to full stops in the margin- reducing support. 6 weeks before moderation- no marking</p>
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